REPORT RESUMES

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LEADERSHIP DEVELOPMENT SEMINAR, VOCATIONAL-TECHNICAL EDUCATION.

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FORTY-FIVE VOCATIONAL EDUCATORS PARTICIPATED IN A SEMINAR DESIGNED TO DEVELOP UNDERSTANDINGS, ABILITIES, AND ATTITUDES FOR MORE EFFECTIVE LEADERSHIP BY PROFESSIONAL STATE-LEVEL VOCATIONAL EDUCATION PERSONNEL IN 23 EASTERN STATES, THE DISTRICT OF COLUMBIA, PUERTO RICO, AND THE VIRGIN ISLANDS. SUMMARIES OF THE FOLLOWING PRESENTATIONS ARE INCLUDED (1) "THE CONCEPT OF A TOTAL PROGRAM OF VOCATIONAL EDUCATION" BY W. ARNOLD, (2) "PLANNING TOTAL PROGRAMS FOR VOCATIONAL TECHNICAL EDUCATION" BY S. MCMILLEN, (3) "STATE PLANS AND PROJECTED PROGRAM OF ACTIVITIES" BY E.L. RUMPF, (4) "SOURCES, ANALYSES, AND UTILIZATION OF DATA" BY O. LEGG, (5) "PROCEDURES IN DEVELOPING CURRICULUM GUIDES" BY R. WORTHINGTON, (6) "PROBLEM IDENTIFICATION AND IMPLEMENTATION IN VOCATIONAL EDUCATION RESEARCH FINDINGS" BY O. LEGG, (7) "LEGISLATIVE INFORMATION" BY E. HILTON, (8) "INNOVATIONS IN CURRICULUM DEVELOPMENT" BY W. BERNDT, (9) "DEVELOPING COUNSELING AND PLACEMENT PROGRAMS" BY R. EHRLE, E. MURRAY, AND D. PRITCHARD, (10) "PROGRAM PLANNING FOR YOUTH AND ADULTS WITH SPECIAL NEEDS" BY B. KEMP, (11) "VOCATIONAL EDUCATION" BY G. VENN, (12) "COORDINATION OF PROGRAMS WITH OTHER AGENCIES" BY F. EBERLE, S. FELDMAN, F. IRWIN, R. JACOBSEN, AND F. MCKERNAN, (12) "DEVELOPMENT OF PROFESSIONAL PERSONNEL IN VOCATIONAL TECHNICAL EDUCATION" BY H. STRONG, (14) "DESIGNING AN ORGANIC CURRICULUM" BY R. MORGAN, (15) "NEW TRENDS IN FACILITIES AND EQUIPMENT" BY H. MANDELL, (16) "PUBLIC INFORMATION" BY J. BILLINGS, AND (17) "EVALUATING VOCATIONAL-TECHNICAL EDUCATION" BY J. NERDEN. A CRITIQUE OF THE CONFERENCE, A CONFERENCE EVALUATION REPORT, AND DIRECTORIES OF PARTICIPANTS, STAFF, AND RESOURCE PERSONNEL ARE INCLUDED. DOCUMENTS REPORTING RELATED SEMINARS AND A CONFERENCE ARE VT 003 888, VT 002 137, AND VT 004 630. (EM)

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LEADERSHIP DEVELOPMENT SEMINAR
VOCATIONAL-TECHNICAL EDUCATION

May 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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FINAL REPORT

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LEADERSHIP DEVELOPMENT SEMINAR VOCATIONAL-TECHNICAL EDUCATION

Clodus R. Smith
Miriam L. Beall

University of Maryland

College Park, Maryland

December 15, 1967

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FOREWORD

Effective leadership is an important determinent of the success of all educational programs. The expansion of vocational and technical education programs to serve the unmet needs of all persons who may derive economic benefits from occupational training has made leadership a critical factor in the planning and administration of these programs. It seems clear that new leaders must be identified and developed at all levels of responsibility to assist development of immediate and long-range programs.

Much will be demanded of the new leadership in vocational education. Enthusiasm for new program dimensions will not be shared by all; reluctance to change is not easily overcome. In the words of Machievelli, the role of the innovator is not an easy one: "The innovator has for enemies all those who did well under the old system and lukewarm supporters of all those who might do well under the new system." A full measure of courage, skill and tact will be demanded of leaders if the promise of new, expanding and complex programs is to be realized.

The University of Maryland has a commitment to the pre-service and in-service development of vocational and technical educators within the state. Recognizing that attitudes, understandings and abilities cannot remain constant in this dynamic area of activity, the University has welcomed the opportunity to extend its activities to include the specialized training program for the professional development of vocational and technical educators employed by the Office of Education and by State Boards of Education throughout the nation.

The University wishes to extend its appreciation to the staff members and participants who have expended effort in behalf of this activity.

--Clodus R. Smith
May 1967

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I

PROGRAM BACKGROUND AND CONTENT

INTRODUCTION

The passage of the Vocational Education Act of 1963 signaled a new era in vocational and technical education in the United States, and created new challenges, responsibilities, and areas of leadership. With the assistance of the personnel of the Vocational Education Division of the Office of Education, Department of Health, Education, and Welfare, new programs are being developed at state and local levels.

The Office of Education, Vocational Education Division by adding new personnel has been able to provide states with assistance to strengthen, improve, and expand existing vocational programs. The Vocational Act of 1963 with its many parts, has required states to train new professional staff members to become familiar with the many services of government agencies and to deepen their understandings of the total vocational program.

Through leadership development programs funded by the Department of Health, Education, and Welfare, a number of seminars have served to provide opportunities for states to have the personnel in the field of vocational-technical education keep abreast of new developments. This 1967 seminar is an outgrowth of the previous seminars funded by the Department of Health, Education, and Welfare and held at the University of Maryland.

PURPOSE

The purpose of the seminar as set forth in the contract, was to provide an intensive educational program designed to develop understandings, abilities and attitudes for more effective leadership by the professional personnel in the states. Anticipated in the outcomes is that participants can function more effectively at state and local levels and that they will involve state personnel in similar state and local programs. As states move forward with new vocational educational plans, there is difficulty in keeping up to date especially in the areas of legislation and current trends. The seminar has been provided to help bridge the gap.

PROGRAM CONTENT

In order to provide a meaningful program, a meeting was held in the office of Mr. Sherrill McMillen, Director, Program Planning and Development Branch, Vocational Division, Office of Education, to review the evaluation of the 1966 seminars. This evaluation prepared in the fall of 1966 at a meeting of the 1966 project directors in conjunction with the staff personal of the Vocational Education Division of the Office of Education, contained items which gave guidelines for improving the content of future seminars.

In February of 1967 the project director, the associate director, the program assistant, and the Vocational Education Division staff of the Office of Education met with Mr. Sherrill McMillen and a selected group of his staff members to cooperatively plan the program for the summer of 1967. As a result of this planning the content of the training program was organized to give emphasis to an interdisciplinary approach and provide opportunities to develop leadership skills in the areas of vocational-technical education.

1. The concept of a total program of vocational education.
2. Planning total programs for vocational technical education.
3. Orientation of task force.
4. Assignment of groups to talk force problems.
5. State plans and projected program of activities.
6. Demonstration of a structured conference, and conference leading techniques.
7. Sources, analyses, and utlization of data.
8. Procedures in developing curriculum guides.
9. Problem identification and implementation in vocational education research findings.
10. Legislative information.
11. Innovations in curriculum development.
12. Developing counselling and placement programs.
13. Program planning for youth and adults with special needs.

14. A challenge to vocational-technical education.

15. Coordination of programs with other agencies.

16. Development of professional personnel in vocational technical education.

17. The organic curriculum.

18. New trends in facilities and equipment.

19. Public information.

20. Evaluating vocational-technical education.

PARTICIPANTS

This was an Eastern Regional seminar for specific states: Alabama; Connecticut; Delaware; District of Columbia; Florida; Georgia; Indiana; Kentucky; Maine; Maryland; Massachusetts; Michigan; New Hampshire; New Jersey; New York; North Carolina; Ohio; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; Vermont; Virginia; Virgin Islands and West Virginia.

Each State Director selected one to three participants to attend the Seminar. Priority was given to potential leaders in vocational-technical education who came into leadership positions in recent years such as, new state staff members, supervisors, teacher trainers, heads of departments, consultants in vocational education, local directors, and leaders in expanding areas of vocational education.

II

SEMINAR STAFF

Clodus R. Smith **Project Director**

Director of the Summer School and Associate Professor of Agricultural and Extension Education, at the University of Maryland; B.S., M.S., Oklahoma State University and Ed.D., Cornell University in vocational education. His experience includes eight years as vocational teacher-educator at the University of Maryland, four years as Director of the University of Maryland Summer School, and eight years as teacher-director and teacher of Vocational Education in Agriculture in local high schools. Other experience includes project director of the Induction-Inservice Training Program for Personnel in the Division of Vocational-Technical Education, U.S. Office of Education. He has served as a consultant to the Office of Economic Opportunity, member of the Board of Directors of the Job Corps Proposal Review Board, and has conducted research in vocational and higher education; currently he is serving as Educational Director for Teamwork Foundation Incorporated. Director of National Leadership Development Seminars for Vocational Education in 1965, '66, and '67, he also served as Director of the National Seminar on Program Planning, Budgeting, and Evaluation of Vocational-Technical Education in 1967.

His writing includes contributions to several vocational journals. He is author of two books, Planning for College and Rural Recreation for Profit. Leadership activities include President of the National Association of College and University Summer Sessions and Vice President of the American Association of Teacher Educators in Agriculture. Member of AVA, Phi Kappa Phi, Phi Delta Kappa, and Maryland Vocational Association.

Erna R. Chapman **Associate Director**

Acting Dean, College of Home Economics, University of Maryland; B.S., M.S., University of Maryland in Home Economics Education and Food and Nutrition. Experience includes 18 years vocational teaching in secondary schools and in adult education, 4 years as Assistant Principal of Roosevelt High School, and 5 years as Supervising Director and State Supervisor of Home Economics Education, D.C. Public Schools. Participated in national workshops in home economics education and in leadership training sponsored by the Office of Education, Department of Health, Education and Welfare. Served as Assistant Project Director (1966) and Associate Project Director (1967) in the Leadership Development Seminars in Vocational Education. Member of Phi Kappa Phi, Omicron Nu, Delta Kappa Gamma, Phi Delta Gamma, AHEA, NEA, AVA, and Soroptomists International. Recipient of National 4-H Honor Award, 1965; president of University of Maryland Alumni Association, 1964-65.

Miriam L. Beall **Program Assistant**

Acting Head of Department, Food, Nutrition, and Institutional Administration, College of Home Economics, University of Maryland; B.S., M.S., University of Maryland. Formerly County Supervisor of Home Economics Education, Montgomery County, Maryland; Head of Department of Home Economics, Roosevelt High School, Washington, D.C.; State Director, District of Columbia Future Homemakers of America Clubs; Editor, Senior High School Home Economics Curriculum Revision, District of Columbia Public Schools; Editor for proceedings, "Workshop for Low-Incom Families" conducted by the District of Columbia, Maryland, and Virginia; Coordinator for Agency for International Development, Department of State, Home Economics Education and Techniques for French speaking African women. Member of AHEA, AAUW, Department of Home Economics of NEA, AVA, Omicron Nu, and Phi Delta Gamma.

Fred W. Eberle **Chairman of Conference Leaders**

Assistant State Superintendent of Schools and State Director of Vocational Education, West Virginia; A.B., Glenville State College; B.S., West Virginia Institute of Technology; State Teacher Trainer for Trade and Industrial Education; State Supervisor of Trade and Industrial Education; Assistant Director of the Division of Vocational Education, and State Director of Vocational Education. Member of AVA, NEA, Adult Education Association of the United States, National Council of Local Administrators of Vocational Education; Past President of the National Association of State Supervisors of Trade and Industrial Education.

Emil Lisak **Conference Leader**

Branch Director, Comprehensive High School Programs, New Jersey; M.A., Ohio State University. Formerly Adult Education Director and Supervisor, Trades and Industries, Marion, Ohio; Vocational Director, Springfield, Ohio; Presently responsible for programs in Agriculture, Home Economics, Distributive Education, Business and Office Occupations, Industrial Arts Education, and Industrial Occupations.

Frank A. Oliverio **Conference Leader**

Assistant State Supervisor, Trade and Industrial Education; M.A., West Virginia University. Formerly Teacher Educator at Ohio State University; Coordinator of the Vocationaly Cooperative Program. Presently doing administrative, supervisory, and consultive work in the total area of Vocational Trade and Industrial Services.

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Assistant Professor, School of Education, College of Agriculture, University of Wisconsin; Ph.D., Michigan State University. Formerly Graduate Research Assistant and Instructor, Michigan State University; Teacher of Vocational Agriculture, Maryland; presently teaching half time, methods, programs, and vocational guidance, and half time research in vocational guidance.

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Senior Supervisor in Education, State Department of Education, Massachusetts; M.S., Salem State College. Formerly teacher, and teacher trainer in vocational and technical education. Also director for pre-service and in-service teacher courses. Presently supervisor for Manpower and Development Training Administration, State of Massachusetts.

III

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IV

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V

SUMMARIES OF PRESENTATIONS

Walter Arnold, Assistant Commissioner
Division of Vocational-Technical Education
Office of Education, HEW

THE CONCEPT OF A TOTAL PROGRAM OF VOCATIONAL EDUCATION

Section I of the Vocational Education Act is to maintain, extend and improve vocational education. Section VIII is concerned with vocational or technical training given in the field or classroom. There are four important elements to be considered.

Program Requirements

1. They must be geared to labor market needs, both immediately projected, and long time, on local, state, and national levels.

2. They should prepare people for all types of occupations from low skills to the highest technical training.

3. They should serve all people from the least able to the most able.

4. They may be housed in all kinds of institutions, as the comprehensive high schools, vocational-technical high schools, area secondary schools, junior colleges, technical institutes, four year colleges, and most public and private schools (according to state law).

The Office of Education must evaluate how well the program is put on and how well the students are served. By law the Act requires an evaluation every five years. The first will take place by January 1, 1968. The Program Planning and Budget System Division has set both long time and short time goals and the questions now remain as to what will they cost? What are the benefits or returns? How much is returned for each dollar spent? Through evaluation we should be able to learn this.

Mr. Sherrill McMillen, Director
Program Planning and Development Branch
Division of Vocational and Technical Education
Office of Education, HEW

PLANNING TOTAL PROGRAMS FOR VOCATIONAL TECHNICAL EDUCATION

Elements of Program Planning

A Fiscal Matters
  1. Current Data
    a. Labor Force
    b. Employment
    c. Population data
    d. Educational data
  2. Long range projections
B. Facilities - Equipment - Instructional Materials
C. Personnel
  1. Needs
  2. Recruitment
  3. Leader Development
D. Consultation Services
E. Teacher Education
  1. Pre-service
  2. In-service
F. Curriculum Development
G. Guidance
H. Interagency Cooperation
I. Research
J. Evaluation
K. Follow-up

From 1946 to 1967 the knowledge explosion has exceeded all previous knowledge. Since 1960 our knowledge has doubled. How can we reach our goals and objectives? We must plan; then make decisions using the best information we have; and lastly evaluate our accomplishments.

Principles of Planning

Planning must be related to the decision-making process.
Planning must have the support of top management.
Planning formulates goals for all group action.
The planning process must permeate the organization and help accomplish objectives.
Planning requires proper timing and scheduling key events.
Planning requires communication to all levels of an organization.

  Program Goals
  Program Data
  Program Options
  Program Objectives
  Program Premises
  Program Design

Six Purposes of Vocational Education Act of 1963

This act provided funds for vocational training in these areas:

1. Secondary education - any occupational area
2. Post secondary education
3. Adult education
4. Special needs - socio-economic, handicapped, etc.
5. Construction of facilities
6. Ancillary services - teacher education, counselling and guidance

Congress has appropriated $240 million for vocational-technical education. What is this money buying? We have one million dropouts yearly, and people who have no vocational education. Among our young people who are 16 - 19 years old, eleven per cent are unemployed, compared to the total U. S. figures of four per cent unemployed. What can we do for these youths?

You cannot plan unless you know where you are and where you are going.

Projections for the Future

We must look at least five to ten years ahead. We must examine pre-service versus in-service teacher training in reaching goals and objectives. Many vocational facilities can accommodate three training stations - one day, one late afternoon, and one night. Let us ask: where we are; where we are going; and how we're going to get there. Where can we spend to get the most for our money? Let's be realistic in setting goals and objectives.

Summary: Collect data; analyze data; make projections.

"Planning is the continuing process or making present entrepreneurial (risk-taking) decisions systematically; and with the best knowledge of their futurity, organizing systematically the efforts needed to carry out these decisions and measuring the results of these decisions against the expectations through organized systematic feedback."

Peter Drucker

Program Planning

"Planning is simply a systematic appraisal and formulation of your objectives and of the actions that you believe necessary to achieve those objectives."

Secretary of Defense
Robert McNamara

Edwin L. Rumpf, Director
State Vocational Services Branch
Office of Education, HEW

STATE PLANS AND PROJECTED PROGRAM OF ACTIVITIES

Recently President Johnson made these statements in a speech at the opening of a new vocational high school. "Fifty-five years ago William Allen White said, 'The end of all schools must be life; we must provide for the practical.' The Smith-Hughes Act provided for millions of people to have training skills in agriculture and home economics. The charge given by Congress has been broadened: Education is the real key to full employment. Each citizen must have occupational training of some sort. Before the year 2,000 startling changes in science and technology will wipe out hundred's of occupations and create new ones. As our projections move into the future we must have new vision so we can step into future without stumbling. We need a smooth transition from school to work.

A ton of talk weights less than nothing if not backed by action. A good framework of operation has been made for vocational education in the Federal-state-local relationship. An aid to a good program is a good State Plan. Bulletin No. 1 Act and Regulations assists states in making sound plans. It should be remembered that to qualify for Federal monies each state needs an Approved State Plan and the State must accept the Federal Act as a provision for operation. How then do State laws meet the provisions of the Federal Act? It is important that the State Plan be written so that State Laws are taken care of in the plan. In reality a State Plan is a policy to improve existing programs. What is written in State Plan should be written so that there is uniformity in interpretation. Before 1963, it used to be the practice to apply the Federal Rule. Now whether or not the states are on a cash basis does not matter, because after 1963, Federal funds may be spent in the same way state and local funds are expended.

Otto Legg, Assistant Director
Program Planning and Development Section
Vocational Technical Education
Office of Education, HEW

SOURCES, ANALYSES AND UTILIZATION OF DATA

To maintain and expand a program of vocational education requires the proper utilization of reliable sources, and a sophisticated analysis of data. A primary focal point is consideration of provisions in the Vocational Education Acts which are designed to meet both educational and occupational needs. Secondly administrators in vocational education must be prepared to meet a variety of changing circumstances in the future.

In program planning and budgeting, administrators often need a rational chain of logic with supporting evidence to implement requests for new educational programs. The presentations should be pitched to the decisive roles of individuals and programs. Long range planning and provision for the future are important parts of the program. Many decisions must be made at many levels and be viewed as best choices among several alternative programs in the context of balancing needs against resources. Although we do not know what structural changes will occur in administration of the amount of resources that will be available, we do know we must focus on what needs to be done to and for the people who will fill occupational roles.

In focusing on data to include needs, sources, and utilization, the question must be asked, where does "data" fit? Data is used to identify sources, and to present a rational and acceptable plan, and to translate that plan into forms of action. The best presentations usually fit the problem-solving structure. Each step requires data in different forms.

We identify problems which are derived from many sources. Individuals who have a background of experience and maturity, can usually state problems in a manner which defines them sufficiently to suggest methods of action.

Observations consist of many kinds and sources of information. Facts and values are usually combined in a creative process before consideration is given to the solution of problems. New observations combined with old practices may turn up new probabilities of solution.

Decisions are a matter of selecting the best alternative from many possible choices. Decisions are made on the basis of combined facts and values. Some facts derived from accepted practices and uses may be misleading. The validity of the combined combination of facts and values leads to acceptance or rejection. Lastly form a plan of action and examine projected results. Modern management demands that alternatives be prepared and accompanied be hypothetical results both desirable and undesirable. Whether recognized or not, action is taken on the continuum of uncertainty. Action most appropriately is taken from the position of certainty. However, the continuum has been categorized as knowledge, calculated risks, forced learning, or inaction.

Robert Worthington
Assistant Commissioner of
Vocational Education
State of New Jersey

PROCEDURES IN DEVELOPING CURRICULUM GUIDES

For more than ten years New Jersey has operated a state vocational curriculum laboratory. It began with a small state subsidy at a vocational school and was later moved to the campus at Rutgers University. Later the New Jersey Vocational Curriculum Laboratory was located at the graduate school of education at Rutgers. We believe that the vocational curriculum laboratory offers one of the best means for developing curriculum guides.

In the development of curriculum material the philosophy is all important. Just what is it that we consider valid? Do we lay out for ourselves a limited realm and say this is as far as we go, or do we consider everything that can help strengthen vocational education?

In New Jersey the scope has been wide. We have been called upon to help meet the needs of a single teacher, a single school system, New Jersey, the Nation, and the future. And the kinds of needs have been varied - course of study outlines, curriculums, lesson plans, student materials, visual aids such as over head transparencies, single concept film, and color slides.

Our curriculum laboratory is an across the board operation in that it serves in all the areas. These range from prevocational guides in the lower grades all the way through the thirteenth or fourteenth years of highly sophisticated technical education. In this gamut we deal with the junior high school, the comprehensive high school, the vocational high school, the school for the deaf, skill centers, and technical institutes.

The steps taken to develop curriculum material vary with the situation. All vocational schools and teacher institutes in New Jersey do rely upon an advisory committee and this is where we start. Involved in preparing a curriculum, there might be an individual teacher, a department in a school, a team of teachers, or any combination of teachers, administrators, individuals, or academic "experts".

Most curriculum materials are developed or at least well started at an annual workshop held during the month of July. There are certain exceptions as, for example, the curriculum currently being developed for package line mechanic. Since this is a pioneering effort it is necessary for a team of two writers to work closely and continuously with their advisory committee. These men do not work in the curriculum laboratory but rather with the individuals involved and in close contact with the most capable people available in this field. Eventually a curriculum will be devised upon which will be structured the variety of teacher and student materials needed.

The participants in the curriculum workshop are nominated by vocational division supervisor or directors, to work on curriculum projects on a state wide or even national basis or they may be nominated by their local school system to work on a local problem. Local solutions to current problems very often interest many from outside the local area, and the use of these solutions is often wide spread. Special projects can be originated and special advisory committees for these can be organized. The current special project, a curriculum for medical laboratory technician, involves an advisory committee consisting of: two heads of hospital pathological laboratories, two hospital administrators, one director of hospital research, two superintendents of technical institutes, the state director of technical education, the state director of curriculum development, the state supervisor of health occupations and the curriculum laboratory director. The actual rating of the curriculum will be done by the pathological laboratory staff of a local hospital, and the concerned staff of a technical institute.

For participating in a curriculum workshop project teachers are eligible for three college credits and a subsidy. The workshop lasts for one month and is six hours long each day. After a curriculum project is completed it is tested in the classroom or school situation and evaluated by the teachers using it, the departmental supervisors, the advisory committee, and by appropriate state department personnel. In due course these materials are printed and disseminated.

The development of a visual aid service is also important in our curriculum work. There is much activity and teacher creativity for overhead transparencies, including overlays, and technamations (animated transparencies showing actual flow and movement). Work is being done in program instruction that encompasses color slides, and we expect to start work this summer on development of single skill (single concept) color movies with the teacher and pupils cast in the role of star performers.

Curriculum development should strengthen vocational education and it should concern itself with all areas. It should also be considered a facet of teacher education. Teachers involved in curriculum development learn a great deal about their subject, and they learn a great deal about how to organize it for effective teaching. We are convinced that a teacher is a better teacher for having worked on a curriculum project.

The curriculum laboratory should fulfill the role of resource center - a place where educators can find the material they need; and the curriculum laboratory should assume a leadership role in pointing the way toward the future.

Otto Legg, Assistant Director
Program Planning and Development Section
Vocational Technical Education
Office of Education, HEW

PROBLEM IDENTIFICATION AND IMPLEMENTATION IN VOCATIONAL EDUCATION RESEARCH FINDINGS

A history of the research educational program at the Office of Education shows that there are four major areas of concern. These are: basic research, organization and administration, branch opportunities, and program development.

At the Office of Education, an effort has been made to follow what industry has been doing in research. For educational research is still in a formative stage. Therefore, even though there may be only a fifty per cent output of usable material, this is considered a good average. Our efforts are directed toward the orderly gathering of data to answer questions in education and to seek the solutions to crucial problems.

A new concept has changed the emphasis. Formerly we accepted ideas from the states and then directed our research to a specific problem. Now we move forward into problem solving. Until we have a "chain of research and theory", we cannot make progress in problem-solving. We need increasing numbers of individuals to carry on research, and we must guard against mis-use, mis-direction, and waste.

In examining some methods used in research we find that experimental research is quite costly and time consuming. An easy method is the survey, where we count, but this is losing popularity. We should consider the different methods of research and make a comparison. After we have collected data, we find that it is often possible to answer questions quickly.

Money has been allocated to each state for innovative programs. In this way it is possible to put what is known by research into use. Most states have a director for these programs. Through demonstration projects it is possible to get changes into schools quickly.

The Office of Education Support for Research and Related Activities Branch has found that it is difficult to define vocational problems. However, team efforts have proved to be valuable. It is necessary to evaluate the demonstration projects and find out how well they worked out.

In defining "research" we might say it is a description of the process of procedure. Some guide lines in research might be:

1. Make an estimate of results expected.
2. Have a good clear description.
3. Use leaders in research who have developed maturity of judgment.

Under Title III of the Vocational Education Act each state has been allocated money for innovation and exemplary programs. Most states have a director for these programs, and can experiment with demonstration projects. In this way, by using regional laboratories, and team efforts changes can be introduced quickly into schools. Effective dissemination of educational research has to come about through the acceptance of change.

Everett P. Hilton, Assistant Superintendent
for Vocational Education
Frankfort, Kentucky

LEGISLATIVE INFORMATION

"Vocational and technical education is a part of the total educational program and is the concern of all who have a part in the educational program of our country."

Legislative bodies have two distinct functions. They are making laws governing education and appropriating funds for education.

In the past the schools were controlled locally, but during the past half century the financial support for schools has shifted from the local scene to the state and national level.

Early in this century, Congress saw that education, especially vocational education, was the concern of the national government. From 1917 with the passage of the Smith-Hughes Act to the Vocational Act of 1963, the federal government has given from limited support in a few fields to substantial support for training in all occupational fields below college level. The federal government's concern has not been limited to vocational and technical education and today it is funding and participating in nearly all phases of the public school program. With this involvement, the federal government has been instrumental in forming policies governing education.

Public schools now find themselves in partnership with legislative government. To perform well in this partnership, the schools must make long range programs and keep their local legislative bodies informed as to these programs.

Ways of keeping legislative bodies informed include supplying enrollment figures, present programs, facilities and personnel. It is well to supply legislators with success stories. At the same time the schools must inform legislators of new needs. Some of these include working through the educational departmental channels, through professional organizations and through interested individuals.

Public school personnel have a responsibility in helping to draft legislation, and to assist in evaluating already drafted legislation. Unless the role of education is understood by legislative groups and unless the educators understand how the legislative bodies work, misunderstandings can arise and legislation may get into hoppers that should never be introduced.

Congress is vitally concerned with vocational and technical education. It is concerned with meeting the needs of the people and with providing the nation with trained manpower. Public vocational and technical schools are in a good position to do this job. Therefore Congress and the many state legislatures should have good means of two way communication concerning the progress which is being made.

William M. Berndt, Assistant Director
Curriculum and Instruction Material Section
Bureau of Adult and Vocational Education
Office of Education, HEW

INNOVATIONS IN CURRICULUM DEVELOPMENT

Big business has entered the field of education. Some interesting titles of recent articles show this.

1. Business is Interested in Education
2. Industry Can Serve
3. Can Teachers Survive the Educational Revolution?
4. The Future of Educational Technology
5. All Systems Go
6. What Do We Know About Data Processing in Relation to Education?

In developing an approach to quality programs in curriculum development, the Vocational Education Act of 1963 should be examined. How are we, as educators, meeting the challenge of this act? Built into the 1963 Act are periodic stops for evaluation. The Secretary of Health, Education, and Welfare will transmit the evaluative report to the President and Congress at five year intervals, as evaluations are made. How will Congress react to new appropriations and legislations in light of these evaluations? How has the 1963 Act improved the quality of education? Ancillary services are one phase of the Act in which curriculum figures. What is the impact of these services?

Ancillary services include:

Teacher education
Supervision
Program evaluation
Development of instruction materials
Evaluation at State and local level

Curriculum materials serve as guides and instructive items. What is the need for these? We are in a time of national crisis. Manpower Development and Training has shown us that we are not meeting all needs. This is where we stand at present:

Guides completed-51 (contractor's guides)
Guides in progress-46
Printed by Government Printing Office-17
At or ready for the Government Printing Office-12

Course Guides

Normally the Office of Education does not produce student materials. However, they do make course guides and provide help for courses "yet to be taught." Examples are:

Industrial radiography
Food processing technology
Care and guidance of young children
Homemakers home health aid.

New contracts in Manpower Development and Training include the following:

Motivating the functionally disadvantaged
Recreational leadership
Machine teaching guides for occupational instructors
Computer systems operator

Special areas in Manpower also include services for:

Disadvantaged youth
Inmates in institutions
Work with Negroes
Older workers
Women workers

Pre-vocational programs include:

Instructing the prison inmates
Instruction of older workers to adjust to different work
Instruction for special areas as a zoo keeper assistant

At this time there is a need for revision of the Trade and Industry catalogue, as well as of vocational education. Some of the newer areas include:

Dental assistant
Medical assistant
Office education
Electronic data processing
Peripheral equipment occupations
Chemical technologist
Instrumentation technologist

Home economics for wage earning
Companions to the elderly
Visiting homemakers
Automative specialist
Landscape aide
Forestry aide

Special needs include:

Youth we have not served
Occupational instructors are needed in the field of:

Bricklaying
Jobs concerned with offset printing and duplication
Concrete technology

Greatly needed is a progress report and a list of available materials.

At present the staff at the Office of Education needs to form a clearing house function to determine what the states are doing. State curriculum laboratories and the Office of Education should work together because the Office of Education can provide needed consultive services. The development of curriculum materials should be a joint activity as a State-Federal relationship. The need for up-to-date material has never been greater. The Office of Education is interested in locating capable contractors to produce some curriculum guides. Each state should contact the Office of Education for their particular needs. At a national curriculum material conference week held in Kansas City, there were forty-four states represented. A summary of their conference showed that:

1. All vocational services were represented

2. There was an underestimate of the problems to be met

3. There was hope that a National Committee could be formed as an ad hoc committee. This committee should determine what type of material is needed in the states.

President Kennedy is quoted as saying, "The basic purpose of our vocational effort is to provide a base sound and broad enough to meet basic needs."

After giving this material Mr. Berndt showed a film entitled, "Where the Action Is."

Raymond Ehrle, Director
Counsellor Education Programs
College of Education
University of Maryland

DEVELOPING COUNSELING AND PLACEMENT PROGRAMS

Counseling may take two forms. One is the verbal, the traditional approach to behavior modification. The other is the work approach.

In dealing with the group of disadvantaged youth in many of our big cities, the verbal approach has been proved to be ineffective. Therefore we need to find other ways to motivate the youth who does not have verbal skills.

There are seven modalities of behavior modification. These include identification, teaching-learning, counseling, group counseling, operant conditioning, mystical experience and play and work. These can be grouped into either verbal methods or action methods. Teaching, learning, dyadic and group counseling are primarily verbal methods where the individual assumes responsibility for the outcomes. But in identification, mystical experience, and kinesthetic experience the approach is experiential. The individual may or may not be able to verbalize outcomes, and may or may not assume responsibility for such outcomes.

For effective learning, it is necessary that the child be loved. This feeling must take place very early in childhood for the child to build a sense of basic trust upon which all other is based. Thus, the role of the family is crucial in establishing a loving environment where basic trust is learned and where the world is perceived as a challenging place.

On the other hand the home may be the place where seeds of psychological disadvantage and deprivation are sown. In such environments children experience inadequate emotional support, no true sense of community and family worth, and inadequate values for man's work. As a result these young people either reject work values or insist on immediate material rewards at no personal cost or effort. They have no skills, no control over their behavior, they lack a sense of discipline, responsibility, and identity.

One of the things which makes man unique is his ability to use language. Language enables him to control his own behavior as he projects future events. In short, language enables him to communicate with himself, to anticipate the consequences of possible courses of action, and to modify his behavior accordingly. In this sense he internalizes self-control.

The disadvantaged youth cannot use the verbal method. Counseling for him, then should be structured through work approach. This could include vocational evaluation using work sample techniques, vocational-industrial education, and job tryout. Needless to say, considerable research needs to be done in this area. Through the use of a meaningful system of differential individual diagnosis keyed to behavior change modalities, counseling and future education may be oriented to vocational placement which would provide work experiences rather than verbal ones.

Evelyn Murray, Chief
Youth Services Branch
United States Employment Services
Washington, D.C.

DEVELOPING COUNSELING AND PLACEMENT PROGRAMS

In the past, agencies had a list of jobs and tried to fill them with applicants. Now a newer approach to job placement is being tried. We now begin with a person and find out what his skills, knowledge, and personality are.

Two instruments that are useful are the Aptitude Test and the Interest Check List. Tests are useful in that they measure the way a person is functioning. However they do not show his potential.

Now the trend is to study the person and find his strengths and abilities, and determine what his cultural and social background has been. Also it should be determined if he has the physical capacity for the job. Counseling and placement should be brought closer together for more effective job placement.

David H. Pritchard, Specialist
Vocational Guidance Services
Division of Vocation-Technical Education
Office of Education, HEW

DEVELOPING COUNSELING AND PLACEMENT PROGRAMS

In 1962 a panel of consultants indicated that effective vocational guidance counseling should be used with pre- and post-services, and should include ways of checking social and civic competence. Many of these ideas were included in the Vocational Act of 1963. Provisions were made to train teachers, and counsellors, and this act has stimulated a strong resurgence in the field of vocational guidance.

One startling fact is that one half of the fifty-four states and territories spend no money on vocational guidance. As an actuality, in 1966 less than seven-tenths (0.7) of the vocational education money is reported as being spent on guidance services. The State Director of Vocational Education in each state has a shared responsibility in providing guidance services for all youth and adults.

Because of the many meanings attached to the words "guidance and counseling", it is imperative that we set up standards which have a common understanding of the terms used. First the words vocational education need to be clarified. Then we can pursue the other terms used. The money is there if the states will use it. Six percent of the George-Barden funds has been allocated to counseling. Additional funds are provided in the 1963 Act.

Barbara H Kemp, Program Specialist
Persons with Special Needs
Office of Program Planning and Development
Bureau of Adult and Vocational Education
Office of Education, HEW

PROGRAM PLANNING FOR YOUTH AND ADULTS WITH SPECIAL NEEDS

All needs of people can be met through basic education, job training, medical care, and counseling. People with special needs are often the mentally retarded, the emotionally handicapped who are slow learners, and those in a low socio-economic group, as the poverty group.

The economically deprived student who lacks abilities has in many instances entered vocational classes. If he is mentally retarded he is really limited, and cannot make much progress. Others of this group ought to receive the best level of vocational education and the goals for those students should be high.

What Are the Issues?

Can vocational education for thousands be taught the traditional way? Some of the deprived students should be dealt with in special ways. For terminal students who at age 16 are dropouts, we can use team teaching and programmed instruction. Personnel is needed on state staffs to provide for those with special needs. We need to learn how to finance, and to have administrators and staff who should be oriented to problems of the student with special needs. The social needs of deprived students should be met at the school. Area schools should have a physician, study facilities, meals, and bathing facilities.

We need quality education at every level. Our image will be damaged if we do not help dropouts. Parents must be the motivating force. We need better relationships with counsellors. About sixty per cent of these special students do not go to counsellors for guidance Most emphasis for the deprived is how to earn money while going to school Youth organizations show that they take more interest if motivated through group activities. Most rules and regulations in schools tend to prevent deprived students from participating in school afairs.

What should the products of general education be? What should the vocational education image be? We need to establish in vocational education work habits that build endurance, that demand accuracy, and have a means of self-rating.

Grant Venn, Associate Commissioner
Bureau of Adult and Vocational Education
Office of Education, HEW

VOCATIONAL EDUCATION

A Challenge to Vocational Education - New Directions and Ideas

It is essential that all phases of vocational education be organized into the best possible pattern. However, this is most difficult because of a constant state of flux in our population. There is no one answer as to what vocational education ought to be. Yesterday's approaches do not fit with today's problems for a number of reasons. Nationally we find great mobility of our poeple. The labor force baseline is outdated. In the past the selection of curriculum for the people in one area was based on the needs of a particular area. Now we must develop flexibility using a people base line. In developing base lines around poeple instead of job vacancies, we can educate more of the population. The new challenge to vocational education is adapting the traditional role of the school to meet the needs of an ever-changing technological society.

More funds will be alloted to vocational education as we prove we can handle the situation. Two billion dollars has already been used for vocational education by Manpower Development and Training, the Office of Economic Opportunity, the Welfare Department, and the Department of Commerce. We must find the cheapest way to further vocational education.

There is currently a big debate between the Department of Health, Education, and Welfare and the Labor Department as to who is responsible for vocational education. We must ultimately combine labor and education. Our biggest national resource is people and we must develop them, both for low and high skilled jobs. The role of the school in a changing technical society must be flexible with broad programs. This is the new challenge to vocational-technical education.

Fred Eberle, State Director
Vocational-Technical Education
Department of Education of West Virginia

COORDINATION OF PROGRAMS WITH OTHER AGENCIES

VOCATIONAL EDUCATION

Vocational educators have learned through the years the significance of coordination with agencies, associations and others, having an interest in programs of vocational education. Their acceptance of the idea of using representative advisory committees gave them a historic basis for a source of cooperation. Recent Federal legislation has included the creation of agreements between two agencies concerned with employment and labor market along with vocational education.

Representatives of public vocational education must be capable of communicating the purposes of their programs with representatives of each Federal-state agency, private association or organization. Thus communication activities will require the vocational educator to be knowledgeable and capable of explaining the significance of each element of his program.

The proliferation of programs that parallel public vocational education increases the importance of understanding in the coordination activity. It also means that it is just as important to know the purposes and resources of the other agencies, associations or organizations. Such knowledge and understanding should assist in creating the climate of acceptance that lends to coordination of effort toward establishing functioning programs.

The changing role of education increases the responsibility of each agency concerned with the economic progress of the community. This responsibility is best discharged through cooperation.

Improved coordination is now a necessity. The requirement through Federal legislation cannot be minimized or neglected. Vocational educators need to give attention to their services to assure quality programs.

Sidney Feldman, Director
Division of Training Program
Development and Approval
Bureau of Employment Security
Department of Defense

COORDINATION OF PROGRAMS WITH OTHER AGENCIES

Inter-agency program coordination is a crucial element involved in making the best of our human assistance programs and in developing human resources.

Recently, an impressive array of legislation has brought about a great multiplicity of program development to improve the capacity, education, skills and overall employability of displaced individuals and groups. Because the same program is often handled by several different departments, coordination and cooperation is essential not only between departments but on the Federal-state-local levels, too. These programs must also work closely with community and non-governmental organizations. It is therefore mandatory that inter-agency coordinated planning and close cooperation bring about an agreement on overall objectives, directions, timing, and application of resources toward agreed upon goals.

This idea was reiterated in a circular issued by the Bureau of the Budget on January 31, 1967. The theme was for coordination of development planning between the involved Federal, State, and local jurisdictions so that the effective operation of these programs would not be inhibited. Also implied was the need for such coordination between the various Federal programs and agencies.

The Department of Labor has always tried to coordinate their programs with those of other agencies on all government and public levels. Coordination had become much more difficult in the 1960's, a fact recognized especially by the Manpower Administration. As a result at the Joint Manpower Development and Training Conference in Chicago discussions were held concerning the establishment of an effective manpower planning system. This would coordinate State and local needs within the framework of broad overall national manpower requirements. Also it would promote the most efficient use of available resources through cooperative planning at all levels with representatives of key agencies.

After further planning, a National-State Manpower Development Planning System was established which gave prime responsibility for the formulation and submittal of Annual State Manpower Development Plans to the State employment agencies and other such agencies. The actual development of these plans was to be carried out by

State and local Manpower Coordinating Committees which consisted of responsible representatives of all key agencies concerned with the administration of manpower development programs. Under guidelines established by the planning system, appropriate agencies would, through the local and State coordinating committees, collectively evaluate and determine the manpower needs of the State and then make a state training plan to be submitted for review by the Regional Manpower Coordinating Committees. Key agencies would be represented in Field Review Teams established to facilitate national review, and under the jurisdiction of a National Inter-agency Review Committee.

In looking back over our experiences with the planning system, there were a number of important problem areas:

1. Plans should encompass all manpower training resources available from all programs.
2. There is need for closer coordination between the agencies at all levels.
3. More effective results could be achieved by increased emphasis on planning at the local community level.
4. Successful planning must be flexible.

These findings resulted in the establishment of a more comprehensive and sophisticated planning system for 1968 which calls for the development of overall State Manpower plans supplemented by comprehensive plans for selected local areas. All programs will be totally coordinated, though each agency will be responsible for administration and funding of its own program.

The 1968 program will be built around the Manpower Coordinating Committees at the local, state, and regional levels, with plans at all levels being intermeshed. The plans will be post-audited by the national agencies.

Because the Manpower Development and Training Act calls for the establishment of a National Manpower Advisory Committee, and also gives the Secretary of Labor authority to require the establishment of regional, state and local advisory committees, we have a comprehensive effort at tying together in an organized fashion both governmental and non-governmental interests and goals in achieving maximum human resources, development, and utilization at local, state, and national levels.

Lest anyone think that our coordination is achieved only through formal arrangements, I would like to mention the strengthening effect of our day to day cooperative efforts. I would also like to stress that coordination can only be as effective as the responsible people make it.

Fred Irwin, Assistant to the President
International Brotherhood of Electrical Workers
AFL - CIO

COORDINATION OF PROGRAMS WITH OTHER AGENCIES

Coordination calls for recognition of other's needs and problems. In the industry represented by me we recognize the growing concern of industry to serve specific needs. We do prepare instructional materials that are specifically designed for our industry. We find that uniformity is an essential here. In our own field we prefer to choose instructors from industry. As yet we are not able to train the vast numbers of unemployed. Possibly this is where we can cooperate with the vocational schools. We have instructional materials; the schools have the facilities and instructors. Speaking as a representative of the Electrical Industry, I would like to point out that we are quite interested in vocational services which will meet the needs of industry in the training of its employed workers. A growing concern of industry, both labor and management is coordinated training programs which will be uniform over large geographical areas. As we look to the future, we hope to have national coordination so that we can give standardized service to an industry.

This need for uniformity has been met by two programs in the electrical industry namely, Building Construction and Line Construction, by having industry prepare the materials for use through out the nation. Efforts have been made to achieve mutual understanding between vocational education programs and industry. In addition there is flexibility in the program, since it may be used both in correspondence courses and in the classroom. This provides uniformity as industry meets the problems of the mobile workers. Looking at the responsibilities of vocational education, industry feels the need for providing training on a multi-state basis that is uniform. There seems to be a gap between the Federal and state office of education for making coordination on a multi-state level possible. Industry hopes that a coordinating mechanism in State Vocational Education Departments can be achieved so that there can be a multi-state level of operation.

Robert Jacobsen
Director, Manpower Development and Training
U.S. Chamber of Commerce

COORDINATION OF PROGRAMS WITH OTHER AGENCIES

There is a great need for more meetings of this sort where educators and representatives of the community's industry discuss how they can better work together. This is why we are using editorials, news releases, speeches, articles, and radio shows to promote the upgrading of business performances on vocational education advisory committees.

The city of Dallas provides a good example of what advisory committees can do for vocational education. The Chamber of Commerce there has organized a Central Committee on Employment-Oriented Education with the following objectives:

1. To provide a county-wide voice in behalf of employment-oriented education
2. To give school officials the facts about and to encourage them to give emphasis to employment-oriented education
3. To conduct a continuous educational campaign to demonstrate that students entering careers after high school make an important contribution to the nation
4. To communicate to school officials about prospective job opportunities and the training needed for them
5. To develop rosters of business people who will be available for career counseling with students
6. To tell the community about the employment-oriented education opportunities available at the school and to encourage response to these.

Business is interested in manpower and our federation's members seek to respond to this interest of business. This means that, potentially there are in your state and community members of our federation who would be glad to respond to an opportunity if invited to participate.

Frank M. McKernan, Director
Individual Training
Office of Assistant of Defense for Manpower

COORDINATION OF PROGRAMS WITH OTHER AGENCIES

A good example of a combined effort of a number of agencies interested in vocational education is the pilot project in vocational education used at Fort Knox. This particular place was chosen because it had adequate training facilities. Representatives from Labor, and the Office of Education, HEW, met with the local people and representatives from the Department of Defense and the Department of Agriculture to initiate the pilot program. One of the basic questions was, "How do you cooperate and get the needed support in training programs?" The program was divided into phases.

Phase 1 - Apprenticeship or training on the job
Phase 2 - Bringing to the post additional instructors to meet needs of program where there was not enough opportunity for training in skills.
Phase 3 - Since the military had no facility for training instructors, the Office of Education and local people provided this training.

People in the armed services with one to six months time left were trained. These were people who needed to gain a skill before returning to civilan life. They had not been trained before or during their military service for an occupation. The object of the program was to make them readily employable when released from active duty. The Department of Labor assisted in pinpointing skills and in locating areas where the services of these people would be needed.

Merle E. Strong, Director
Program Services Branch
Bureau of Adult and Vocational Education
Office of Education, HEW

Earl W. Bowler, Ass't Director
Ancillary Services, Bureau of
Adult and Vocational Education
Office of Education, HEW

DEVELOPMENT OF PROFESSIONAL PERSONNEL IN VOCATIONAL TECHNICAL EDUCATION

I believe that our most serious challenge in vocational and technical education is the development of adequate numbers of highly qualified personnel. A Panel of Consultants of the Advisory Council for Vocational Education has this to say, "Teacher education is directly related to the effectiveness of the entire vocational education program. Larger numbers, more selective recruitment, both better preparatory and in-service training of teachers must be achieved. The problem is more acute in the case of vocational teachers than of teachers generally."

The demand for teachers is great at all levels and all states are concerned with teacher recruitment. Let's take a look at the future. What are some projected enrollments? In 1967 in vocational education programs there were 6.8 million students. In 1975 we expect to have 14 million students. What does this mean in terms of teachers and teacher education programs? This is our challenge--to provide the professional personnel needed for each of the categories of training.

The Vocational Act of 1963 broadened the program, calling for teachers with new competencies and backgrounds. New dimensions include:

1. Addition of office occupations to vocational education
2. Provision for distributive education as a preparatory program
3. Provision for programs for gainful employment as a part of home economics
4. Emphasis on programs for disadvantaged youth
5. Provision for agriculturally related occupations
6. Provision to support instruction in content as a part of the teacher education program.

We must not only examine present practices in teacher training, but we should consider possible alternatives. Vocational educators have stressed occupational competency, and this is wise. While the baccalaureate degree is desirable for all teachers, recruitment of adequate numbers of technically qualified teachers is unrealistic if this requirement is imposed.

Some states and universities are developing projects and plans to provide for more teachers. Rutgers University has a plan for upgrading competencies of vocational teachers in all fields. Kentucky is talking about an associate degree for vocational teachers, especially those in trade and technical areas.

The University of California has done away with traditional courses in teacher education and is using innovative approaches, group sessions and team teaching and have streamlined the professional courses. Designed for persons not going through the traditional approach, the innovations have helped to attract more young people to the profession of teaching. This includes people from trade and industry, agriculture, home economics, etc.

By using a cooperative approach colleges hope to learn how to strengthen the program. In the past if you trained some one well, industry wanted him. There was great competition for these people if they were well trained, and many potential teachers were lost to the teaching field.

Resources for Teacher Education

In terms of the 1963 Vocational Act we have not put enough emphasis on training personnel. This is an area that should be given more priority. Congress is considering the Pucinski Bill H.R. 7380, which has teacher educational implications. (HR2366) The bill raises the amount of money spent on work study programs, residential schools, and fellowships and exchange programs. We may, under this new grant, be able to carry out fellowship programs with emphasis on 100 fellowships for technical education and research and 150 fellowships for vocational education administrators. These fellowships will provide stipends to individuals and a payment to the university or college for this training.

The challenge to provide personnel in the vocational-education field is on-going. According to present practices, we need a number of alternate approaches, and new resources. As we strive to fulfill our role of preparing adequate numbers of well qualified teachers for vocational education programs, we must improve traditional approaches by using past experiences as a basis on which to make sound judgments and changes.

Robert Morgan, Deputy Director
Research Division
Division of Technical and Vocational Education
Office of Education, HEW

DESIGNING AN ORGANIC CURRICULUM

Schools can change. For years the United States has led the world in its committment to the goal of equal educational opportunity for all citizens. Our leadership at the college level is indicated by the fact that twenty per cent of college-age youth receive degrees; but is that sufficient? Though eighty per cent of our students were candidates for jobs requiring less than a college degree, only ten per cent of them received any kind of occupational training in the public schools.

A soaring technology and a healthy modern economy depend largely on our ability to adapt to change. Young job seekers are faced with the need for occupational skills. Unfortunately, our public schools are not providing for this need. The present allocation of resources and the types of curriculum available in the secondary schools are inadequate.

Purpose

The problems and shortcomings associated with our present-day programs of education indicates a need for a major change of goals and of the educational process. Fortunately, the technology which created many of these problems offers some hope for their solution with instructional television, single concept films, video-tapes, teaching machines, and simulators.

Under the stimulation of Federal legislation, new opportunities for research on major curriculum redesign are now possible. The educator and the employer must work together to determine the appropriate knowledge, skills, and attitudes which will qualify today's students for their life roles as employed adults. Only through drastic change will we succeed in designing an educational program responsive to the present day needs of students. The key point is that he should be able to decide which option to choose after high school graduation, and not make this decision three or four years before!

The most important feature of the organic curriculum is that it is learner-oriented rather than subject-matter centered. The first step in building such a student-centered curriculum is to study those behavioral attainments needed by the individual for entry into a variety of post high school activities. Such a program will include academic as well as occupational training. The truly integral curriculum must be developed so that each activity relates to all other activities and leads to the efficient attainment to behavioral goals. A massive research effort is required to develop and validate this system.

In general the overall design of the organia curriculum should:

1. Integrate academic and vocational learning
2. Expose the student to the "real world"
3. Train the student in a core of generalized skills related to a cluster of occupations
4. Orient students to attitudes and habits which go with successful job performance and successful living
5. Provide a background for the prospective worker that prepares him to understand economic, social, and civic problems
6. Make students aware that learning is a lifetime experience that does not end with formal education
7. Help student cope with changing world
8. Creat within the student a sense of self-reliance

There are many unanswered questions that must be researched before such a curriculum can become operational. A few schools have made initial efforts, notably one in Richmond, California; one carried out by M.I.T.; and several Job Corps experiments.

As important as building a superior educational program is a plan to insure its acceptance by professional educators and parents. Some schools are willing to participate in innovational activities and are doing pilot projects. The concept of a truly integral and excellent educational experience can become a reality for the Nation's young people.

Herman Mandell, Facilities Specialist
Facilities Planning and Development Section
Office of Education, HEW

NEW TRENDS IN FACILITIES AND EQUIPMENT

Funds from the 1963 Act on vocational education gave the breakthrough in providing for needed equipment and facilities. New buildings are being designed and built to meet the urgent needs of vocational education.

Soon one-half of the labor force will be between the ages of 16 and 25, so we must keep up our construction of vocational schools. In 1963, 400 new vocational schools were built. By 1967, there were 1,000. By 1975 our enrollment will triple and we will need 2000 schools.

The challenge of today demands flexible and adaptable programs. The convential schools with permanent walls will prove to be inadequate. We must provide the ability to rearrange partitions and to arrange for manipulative space. Proper facilities are both economical and adaptable. We need complete environment control from color to heat and light. Special attention should be given to the control of sound. We need more acoustical material and careful grouping of classes. Classes grouped around occupational clusters are drastically changing the conventional corrider. There is a greater demand placed on lecture halls, as each educational unit must include demonstration facilities.

Cafeterias are now being developed for multiple functions. They can be used as laboratories for cooking classes; to serve 2, 3, or 4 meals per day for the deprived; and for those coming from work to school in the evening. All vocational schools should have student lounges and canteens provided. The nature and role of the library is changing. The primary role of the library is as a community technical resource center. It should have ample space for the fullest use, with plenty of storage areas for visual aids.

In new schools for the handicapped, wheelchairs can pass up ramps and through doors as we eliminate architectual barriers. At present there are too many stairs, narrow doors, and unusable rest rooms for the handicapped. Twenty-five states have passed legislation requiring that buildings be accessible to the handicapped. Ten more states are now in the process of revising building codes to fit the needs of the handicapped. A lot can be done in vocational education to help this problem. As we get more students, more storage is needed. The new movable storage units are outstanding. Many schools have large centralized receiving centers where students learn to receive goods and store them properly.

In the large cities, there is a great need to overcome the construction lag. Because the largest population growth is in the suburbs, it is there that the new multipurpose buildings are found.

To overcome the high cost of land in the big cities, schools need to be located differently. One idea is a joint occupancy plan. Another is building a school or community college over a parkway or on rooftops of a parking center. The concept of an educational park where all levels of education can be provided in one area, which can also serve as a cultural center, has merit.

The architect needs all specifications before he begins. He must know what facilities are needed, how they will be used, and what equipment will be installed. With proper information multipurpose schools which fit the needs of all the people in the community will be designed.

Jack L. Billings
Public Information Officer
Bureau of Adult and Vocational Education
Office of Education, HEW

PUBLIC INFORMATION

New directions are being encouraged in job preparation. In a fluid society such as ours, learning only one thing may lead to unemployment. There are thousands of jobs waiting for those trained for them.

The problem with most publicity agents is their attempt to get their releases in the papers. There are much easier ways of communicating. Students may use the intercom in school. Through assemblies, articles in school papers, and newsletters to parents, we can present our message. Adults may buy a spot on the local radio program or prepare a slide talk of film for a group such as the parent-teacher organization. It is important to concentrate on the channels available to the people you must reach. Above all never make a statement without mentioning who, what, where, when, who says it, and who he is. Also remember that people are more receptive to information about vocational education, than ever before.

Joseph Nerden, Professor
Department of Industrial and Technical Education
North Carolina State University

EVALUATING VOCATIONAL-TECHNICAL EDUCATION

Evaluation is a most urgent and critical matter and consists of looking at what we do, how we do it, who we do it to, and what techniques we are using. It involves several important questions: why. what, how, and who do we evaluate? Industry sets a wonderful example for us in education. Because of their constant evaluation, their programs pay off in extra money.

In evaluating teachers we must be concerned with their competence, quality of education, teaching methods and techniques, personality characteristics, work experience, and knowledge of a philosophy of education. We must turn out an integrated, coordinated person as a teacher.

Although evaluation and assessment have been popular topics with many people, it is doubtful if methods used for evaluation are correct and whether we are measuring the right things.

The American Vocational Association is concerned with evaluation and eventual accreditation as is the American Association of Junior Colleges which deals with both junior and community colleges. Other evaluative processes are underway at California, Ohio, and North Carolina research centers which touch on administration, supervision, and instruction.

In vocational education we are specifically concerned with evaluating, counselling, guidance, and the effectiveness of our testing programs. We should concentrate on forging the vital link that should be made between regular and vocational schools. We need to examine the sources of enrollees, information regarding the quality of our students, and how to implement the graduate follow up. The most important area of evaluation, however, is the program of instruction. It must be measured in terms of how much, when, and for whom the material is provided. We must also find ways to measure the appropriateness of instruction for the students and whether group or individual instruction is better; optimum class size, and the extent and techniques of supervision. We should question the quality of our reference materials and ask whether or not it is up to date. It is also important to investigate the use, availability, and quality of the library and staff. What is the consistency of testing, marking and grading?

The last area of evaluation should be that of management, administration and supervision. As we take a look into the extent and methods of supervision, we should also pinpoint responsibilities for suitablility of instruction, leadership, budgeting, and public information appointing advisory committees to keep abreast of things, places responsibilities in the way we match and blend activities. Provisions must be made for research which is usable.

We should select our criteria carefully with the aid of the teachers. Thus both the supervisor and the instructor will learn from the evaluation. Evaluation is here to stay, but it is going to have to be a thorough operation.

Fred W. Eberle, State Director
Vocational-Technical Education
Department of Education
Charleston, West Virginia

CRITIQUE OF CONFERENCE

> "What a man hears he may doubt;
> What he sees he may possibly doubt;
> but what he does himself he cannot doubt."
> -Anonymous

> Coming together is a beginning,
> Keeping together is progress,
> Working together is success."
> -Henry Ford

This seminar draws to a close with many mixed thoughts of what tomorrow might bring for vocational educators. Personally, have you thought about your sensitivity to criticism about vocational education that is made by others that might not be so well informed? What about the claim that you do not have a sound philosophy of education? What plans are you going to consider in overcoming an apparent communication deficiency? How do you propose to fortify the claim that vocational education contributes to economic progress? How do you propose to answer these economists that are designing programs concerned with cost-benefit or cost-effectiveness plans which may place vocational education in a questionable light?

You must become more knowledgeable in alphabetized Federalesse; OEO - NYC - BES - BAT - HEW - BAVE - ERIC - CAMPS - MDTA - HUD - HEFA - ABE - PPBS - CBA, etc. You must be aware of their purposes and programs. You must learn quickly the significance of EDP - CAI - ETV - OCTV - PI. And, a new one that was proposed this morning by our associate, Bernard McAlphin - POETS.

There can be little doubt about the present Congressional interest in vocational education. This is both a testimonial and a tribute to those pioneers who, fifty years ago, realized that certain educational practices were not attuned to the economic need of youth and adults. Little reference was made in this Seminar to the historic struggle made by those dedicated to establishing "vocational education." As a leader you have a responsibility to know the history of vocational education and the personalities that provided the stamina of strength and intellectual innovations that resulted in "trade and job analysis" - "conference leadership" - "representative advisory committee" - "project method" - "school-home - school-farm - school-store - school-industry partnership."

To derive more knowledge about the significance of vocational education, you need to read and explore the writings of many people who have contributed to the literature about it. Look up the writings of Prosser, Allen, Snedden, Wright, Hawkins, McCarthy, Quigley, Keller, Weaver, Mobley, Hamlin, Richards, Haynes, Selvidge, Mays, Struck, Lyle, Williamson, Barlow, Brewer, Cushman, Emerson, Spatford, Tonne, and many others from the several specialized areas of vocational education. The past is very helpful in understanding the problems of today.

Have you discovered the unique dimensions of vocational education? This Leadership Development Seminar revealed certain elements of significant proportions. However, the approach might have been more implicit rather than implied. As a leader, you have a responsibility to overcome an apparent confusion that occurred throughout several hours of the past two weeks. The reckless usage of "vocational education" may be a reflection on the meaning of the term. Some used it as program identification, others mentioned it in terms of an institution, while a few suggested it to be an agency. Surely, as leaders, it has a more distinct meaning than this to you.

Let us now accept our responsibility to identify what the true nature of vocational education really is. This effort is foundational if you are to enhance the integrity of your vocational education program. The principles of vocational education developed over the past half century are still good in spite of those who would attempt their dilution.

An observation made by Clarence Francis, former Chairman of the Board of General Foods Corporation is pertinent to this Leadership Seminar--"You can buy a man's time. You can buy a man's physical presence in a given place. You can even buy a measured number of skilled muscular motions per hour or day. But, you cannot buy enthusiasm, you cannot buy initiative, you cannot buy loyalty, you cannot buy the devotion of hearts, minds, and souls. You have to EARN those things."

LET US BE PROUD TO BE KNOWN AS VOCATIONAL EDUCATORS.

Mark well this day. What will be your leadership role in 1972?

VI

CONFERENCE LEADING AND TASK FORCE OBJECTIVES

Through involving participants in conference leading techniques and task force projects, opportunities were offered to:

1. Provide a climate where leadership abilities may be revealed.
2. Observe and practice leadership skills.
3. Involve participants in conference leading techniques.
4. Work more productively in groups.
5. Provide opportunities for the demonstration of leadership abilities.
6. Provide ways that individuals may relate personal experiences to new and challenging situations.
7. Provide opportunities for developing skills in the presentation of facts before school boards, at budget hearings, and to other groups.
8. Stimulate initiative.
9. Provides for groups working together to solve problems.
10. Provides opportunities for evaluating.

VII

John Connolly, Task Force Coordinator

TASK FORCE ACTIVITIES AND TIMETABLE

		Assignments Due
1.	Orientation and assignment of Task Force Responsibilities	First Day
2.	Report of structuring of major groups	First Day
A.	Names of general chairmen, recorder, secretaries	
B.	All sub-committee members, chairmen, recorders of sub-committees, and the specific sub-committee assignments	
C.	Above to be turned in to coordinator of Task Force by the general chairmen and recorders	Second Day
3.	Report of progress of sub-committees on "roughing out" material which is to be included in the projected plan	
A.	This report is to be made to the general chairmen and recorders by the sub-committee chairmen and recorders	Fourth Day
B.	The coordinator will observe the proceedings and may counsel with the general chairmen	Fifth Day
4.	Report of progress of the respective groups toward submitting materials for printing	Seventh Day
	This report to be made to the Task Force Coordinator by the chairmen and recorders	
5.	Dress Rehearsals for presentation of final plan	Ninth Day
A.	The rehearsals will be directed by the general chairmen, with the coordinator acting as an observer and resource person	
B.	This will be the last opportunity to remove rough edges and make last minute changes in manner of presentation	
6.	Presentation of projected plan in its final form	Tenth Day
	Number of participants and methods of presentation to be decided upon by Task Force groups	
7.	Evaluation of performances of the Task Force Groups	Tenth Day

VIII

Alfred H. Krebs
Coordinator for Evaluations

CONFERENCE EVALUATION REPORT

The over-all evaluation of the conference is highly positive. Observations at meetings and planning sessions, plus summaries of responses for the instruments used, reflect a very successful operation. There were just enough suggestions for improvement to lend a feeling of validity to the total evaluation effort.

Final Conference Evaluation Response Summary

1. **Understanding of conference objectives:**
   All but two participants indicated that conference objectives were very well or well understood.

2. **Accomplishment of objectives:**
   All but one participant reported that conference objectives were accomplished.

3. **Most meaningful parts of the conference:**
   In order of frequency listed, the most meaningful parts were (1) the conference leading and technique sessions, (2) the resource persons, (3) the sub-group or small group participation, and (4) the association with other participants.

4. **Conference strong points:**
   In order of frequency mentioned, the strong points were (1) the conference leading and conference techniques use, (2) the organization and leadership of the conference (3) the resource persons, and (4) the small group work and participation.

5. **Suggestions for improvement:**
   In order of frequency mentioned, the suggestions were (1) provide better meals and have more flexible eating arrangements, (2) shorten the conference to one week, (3) make the task force more realistic and less time consuming or eliminate it, (4) provide better pre-conference communication, (5) provide for more participation, and (6) have fewer and better resource persons.

   There were approximately thirty suggestions, often conflicting, with no suggestions being mentioned by more than seven or eight participants. The suggestions not listed were mentioned by only

one or two persons. The great variety of suggestions with little consensus (except for the need for better food service) indicates that the conference was generally very well receive by the participants.

6. Reasons for the way conference was evaluated:
Nearly half of the participants stated in one way or another that the conference was excellent and of great personal value. There were approximately twenty additional reasons given for the way the participants evaluated the conference, but nearly all were mentioned by one person only and a majority were positive in implication.

A summary was obtained by assigning values of from one (very low) to five (very high) to the checks, and then calculating an average score per person. This was done by scoring the Pre-Test, the Post-Test and then showing the Gain in points. The average gain per peeson, positive for every task, indicateds that the conference was very successful in improving the confidence of the participants in their ability to perform as vocational-technical education leaders.

A technique summary was also made by using a Pre-Test, a Post-Test, and finding the Gain. The average gain per person reveals that the participants experienced a great deal of growth in their own preparation for use of the techniques.

The Reaction Summary was obtained by multiplying the number of checks by the value and summary. The results reflect the growth in participation by the individual and the low level of satisfaction with the task force effort. It should be noted, however, that the reaction to the task force was still highly positive.

The following forms were used for evaluating the conference:

1. Leadership Task Inventory for Vocational-Technical Education
2. Leadership Development Technique Inventory
3. Evaluation
4. Topic (Two-minute reaction sheet)

DO NOT SIGN! DATE ____________________

VOCATIONAL-TECHNICAL EDUCATION
LEADERSHIP DEVELOPMENT CONFERENCE

EVALUATION

University of Maryland

DIRECTIONS: Please indicate your feelings about the conference in which you just participated. For the first two items, draw a circle around the "x" under the caption that best describes your general reaction. Respond to each of the other items in the space provided. Be brief.

1. To what extent did you understand the conference objectives?

Very Well	Well	Fairly Well	Inadequately	Not at All
X	X	X	X	X

2. To what extent were the conference objectives accomplished?

Completely	Adequately	Fairly Well	Inadequately	Not at All
X	X	X	X	X

3. What was most meaningful to you?

4. What were the conference strong points?

5. What suggestions do you have for improving this kind of conference?

6. What are the major reasons for the way you evaluated the conference?

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ABSTRACT

The purpose of this Leadership Development Seminar was to provide an intensive educational program for developing understandings, abilities and attitudes for more effective leadership by the professional personnel in the states. The participants in the seminar represented the leadership-action level of personnel throughout the nation and from the Office of Education. The program focused upon skill development in task force and structured conference and other leadership techniques. With the knowledge of up-to-date legislation, current trends, and new ideas in vocational education, the participants will be able to function more effectively at state and local levels and involve state personnel in similar state and local programs.

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